

VTPBiS

Intensive Level



BEST

June 23 – June 26, 2014

Day 1



Center
on Disability
and Community
Inclusion

*THE UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL
DISABILITIES EDUCATION, RESEARCH, AND SERVICE*

The logo for PBIS Vermont features the letters "PBIS" in a large, bold, green, sans-serif font. Below "PBIS", the word "Vermont" is written in a smaller, grey, cursive font. The background consists of a yellow and white diagonal striped pattern.

Jean Haigh
Tracy Harris
Ken Kramberg



Nancy Richards
Sherry Schoenberg
Jesse Suter



Introductions: Focus on Strengths



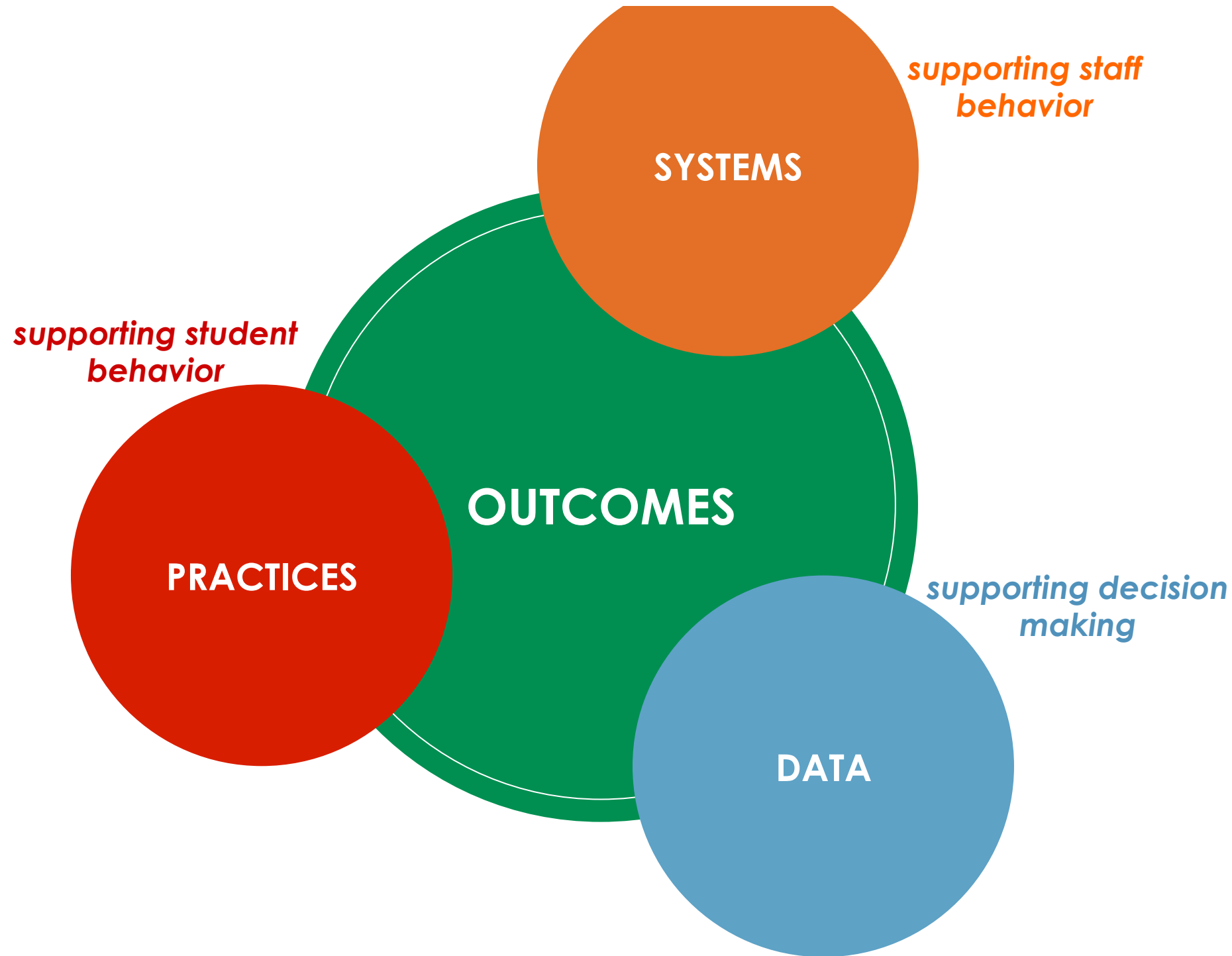
As a Team, identify 2-3 big strengths your team is bringing to the strand

Select one person from your team to introduce your team members and list your strengths

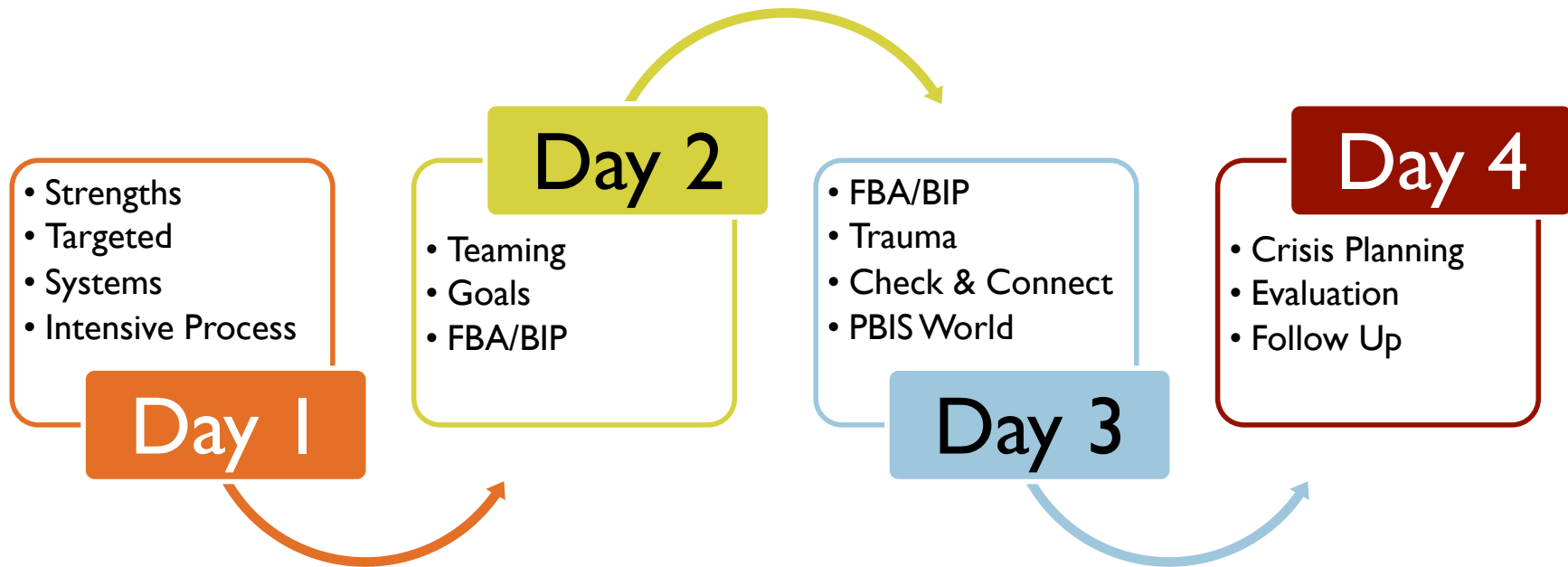
Activity

Heart of the Matter





Strand Agenda



Objectives

By the end of this training you will have:

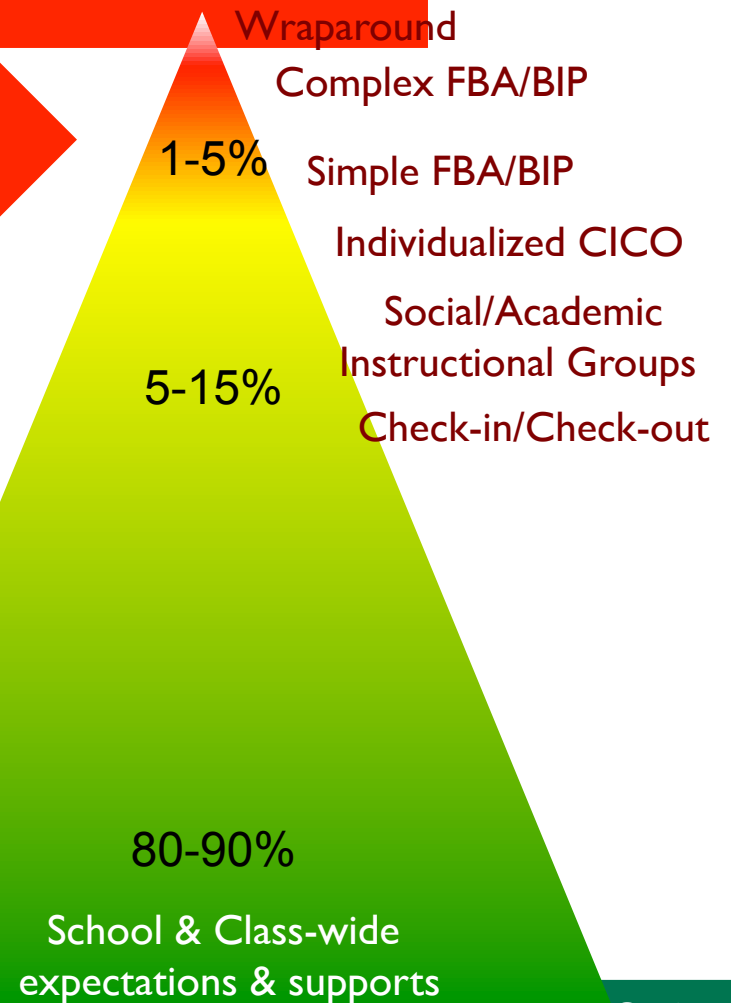
- Strengthened targeted & built readiness
- Explored 5 Steps for Intensive Process
- Practiced FBA/BIP
- Examined Tier 3 practices
- Considered Proactive Crisis Planning
- Reviewed data systems at tier 3
- Planned for next steps

SW-PBIS Supports for All Students

Intensive Supports – Individualized interventions provided to students with most complex emotional and behavioral needs.

Targeted Supports – Provided to students determined to be “at-risk” of emotional and behavioral challenges.

Universal Supports – Supports provided to all students. Expectations are taught, reinforced, and monitored in all settings.



Meet Rachel



AGENCY OF EDUCATION



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Inclusion

Meet Rachel

- *Read the Scenario*
- *What interventions and supports could you offer at your school?*
- * *We'll hear a sampling of your responses*

Dothan Brook

Rebecca Lallier



Check-In/Check-Out (CICO)

Default targeted intervention. WHY?

- Most students receive multiple ODRs for peer or adult attention.
- Evidence indicates CICO is effective practice for reducing acting out behavior related to attention seeking.
- Schools must have strong CICO in place!

All Check In-Check Out programs have:

a positive caring adult

daily positive interactions with teachers & other adults

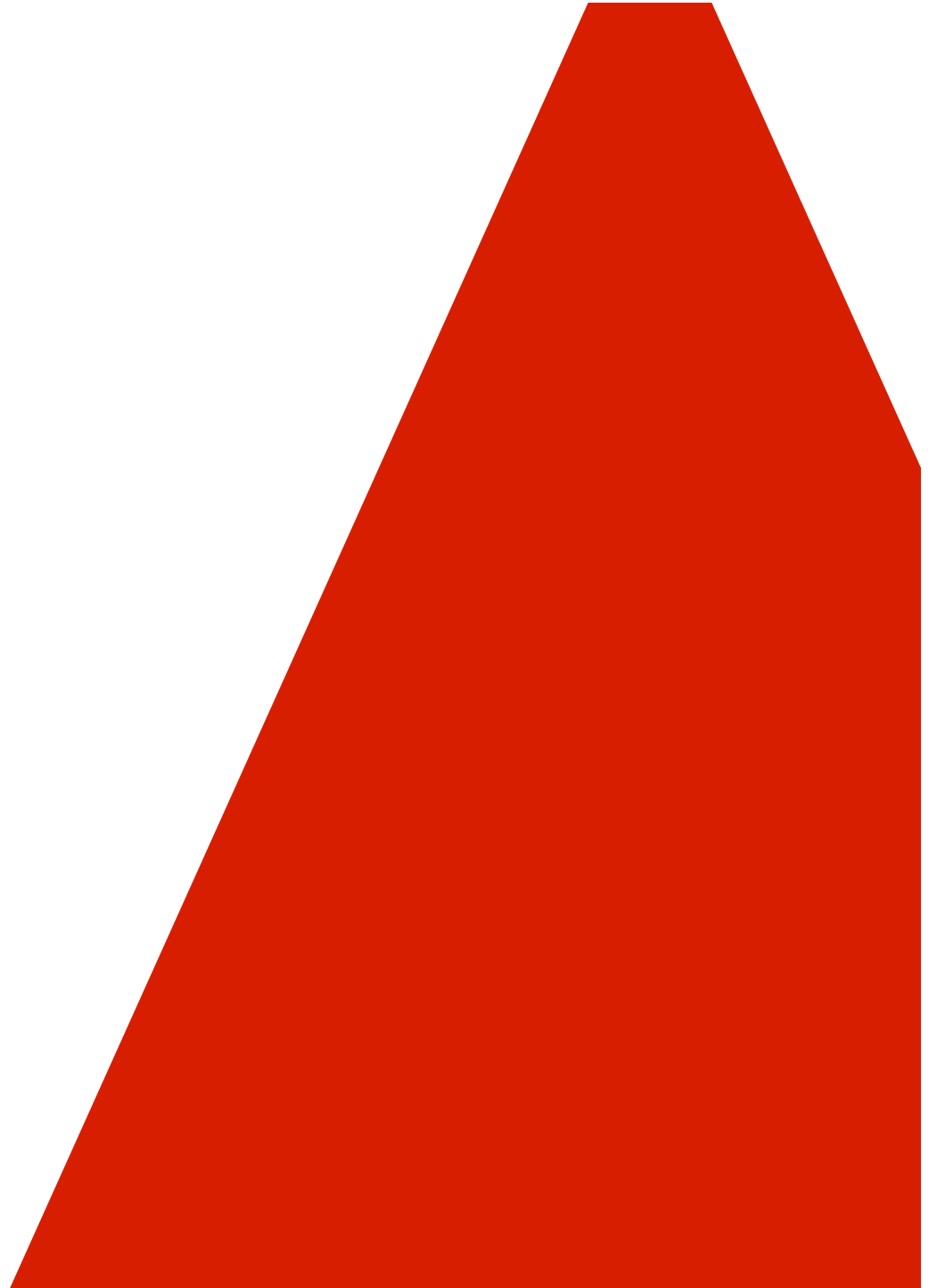
supervision and monitoring of students

reinforcement/ acknowledgement for success



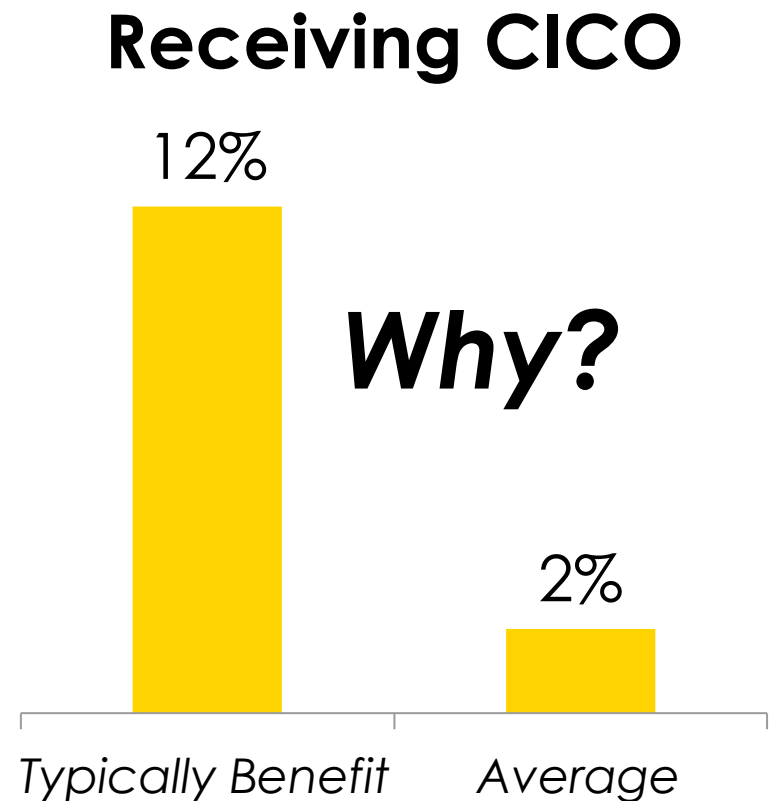
Activity

Do the Math



Do the Math - Activity

- Up to 12% of students with chronic problem behaviors act out for adult or peer attention'
- ***Given your enrollment, how many of your students could benefit from CICO?***



Barriers to Implementation

- Faculty not marking DPRs
- Student and faculty wanting to stay on plan when goal has been met
- Goals set too high
- Desire for behavior to change quicker
- Inadequate professional development
- New staff

What else?

Keys to Sustainability

- Ongoing professional development
- Checking for fidelity
- Focus on relationships

What else?

Activity

*Complete the VTPBiS
CICO Self-Assessment*



Targeted Interventions Based on Functions of Behavior

Access Adult Attention/Support:

- Check-In/Check-Out
- Adult Mentoring Programs

Access Peer Attention/Support:

- Social Skills Instruction
- Peer Mentoring
- Self-Monitoring with Peer Support (function: academic task escape)

Academic Skills Support

- Organization/Homework planning support
- Homework completion club
- Tutoring

Activity

- In school teams, review your *Inventory of Targeted Supports*
- Share two most successful practices with large group



***How do you
identify students
that need
targeted &
intensive
supports?***

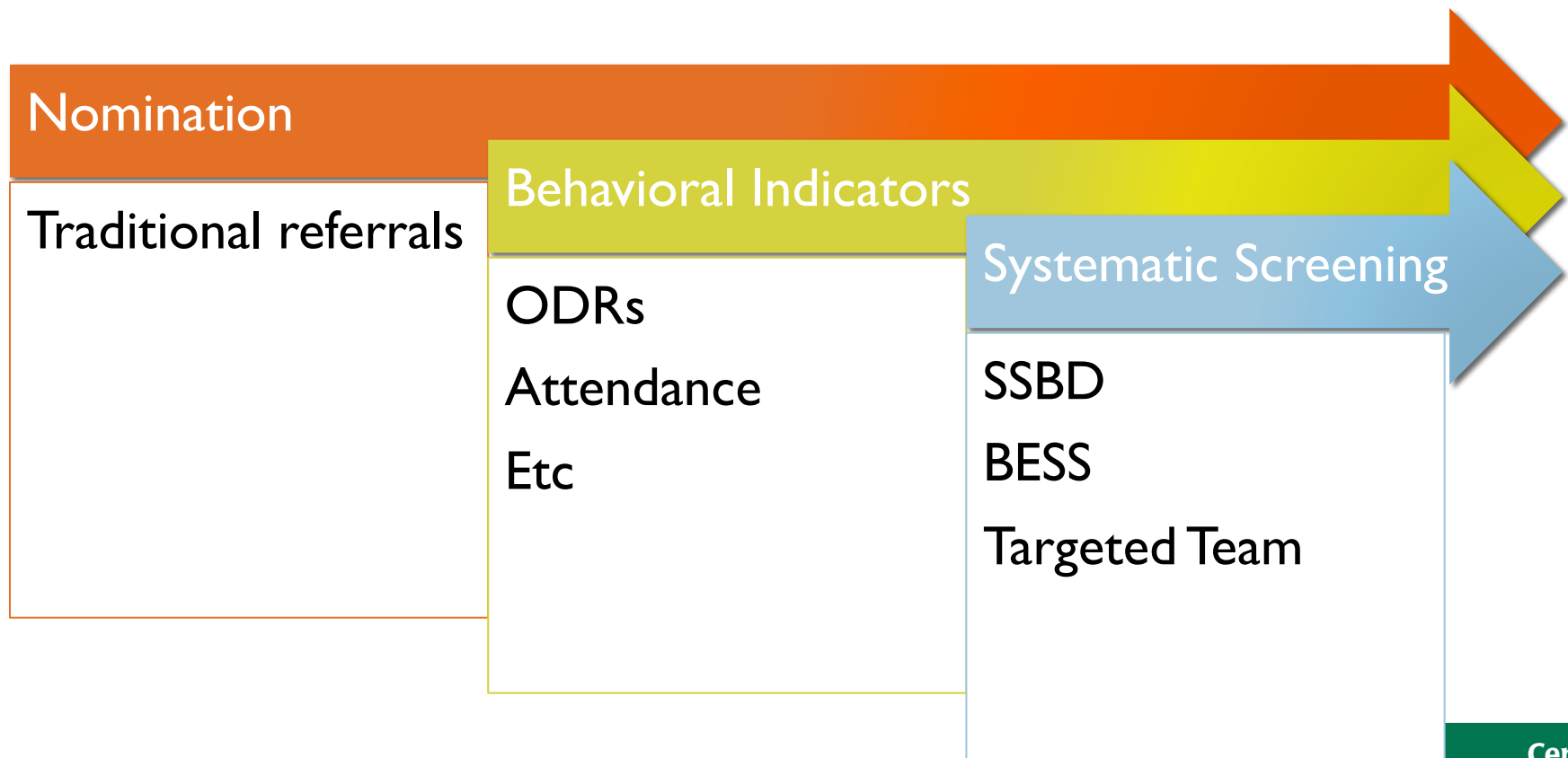


Consider Universal Screening

Why Screen for Behavior? Kauffman (2001)

- Find students whose problems are not obvious (internalizers) and identify problems with high degree of accuracy.
- Early identification leads to early intervention
- Schools that implement Universal Screening select interventions based on results of rating scales on the screening tools. This is effective and efficient.

Types of Screening



Using ODRs for Decision Making

IF

- Receive 5 or more office referrals
(more than 5% of students)

- 10 or more office referrals
- Continue rate of referrals after receiving targeted group settings
- Small number of students destabilizing overall functioning of school
(Less than 5%)

FOCUS ON

Targeted / classroom supports

Intensive supports

Check-In

- *Who participated in webinar?*
- *Who completed Readiness Checklist as a Team?*
- *Who has had a chance to use the BAT?*



Necessary Conversations (Teams)

Tier 1

Tier 2

Tier 3

SU/District

SU/District Team

- Coordinates implementation
- Ensures access to resources
- Reviews data across schools

SU/District Team – Targeted/Intensive:

- Secures resources
- Focuses on student outcomes
- Focuses on fidelity of practices across the district/SU

School

School Leadership Team
 •Plans and implements 6 school components of PBIS

School Systems Level Team – Targeted/Intensive:

- Creates procedures for referral, screening & evaluation
- Communicates with staff and families

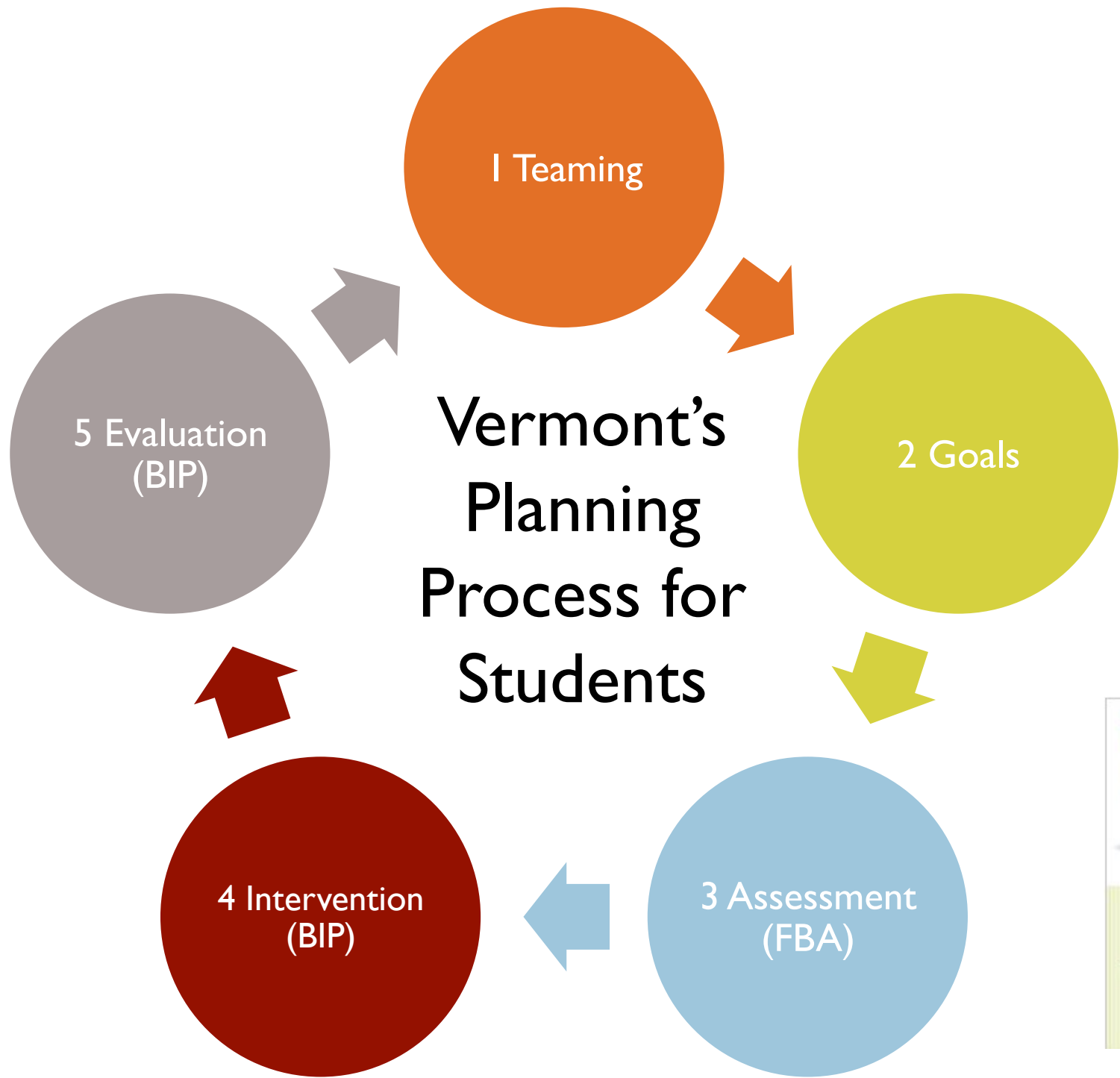
Student

Student Level Team

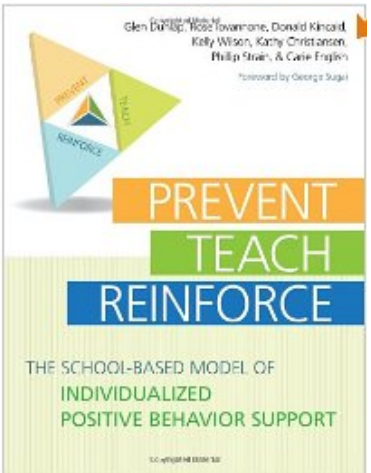
- Matches students to interventions
- Evaluates & monitors student progress

Student Level Team

- Completes FBA/BIP
- Evaluate & monitor student progress
- Facilitates wraparound

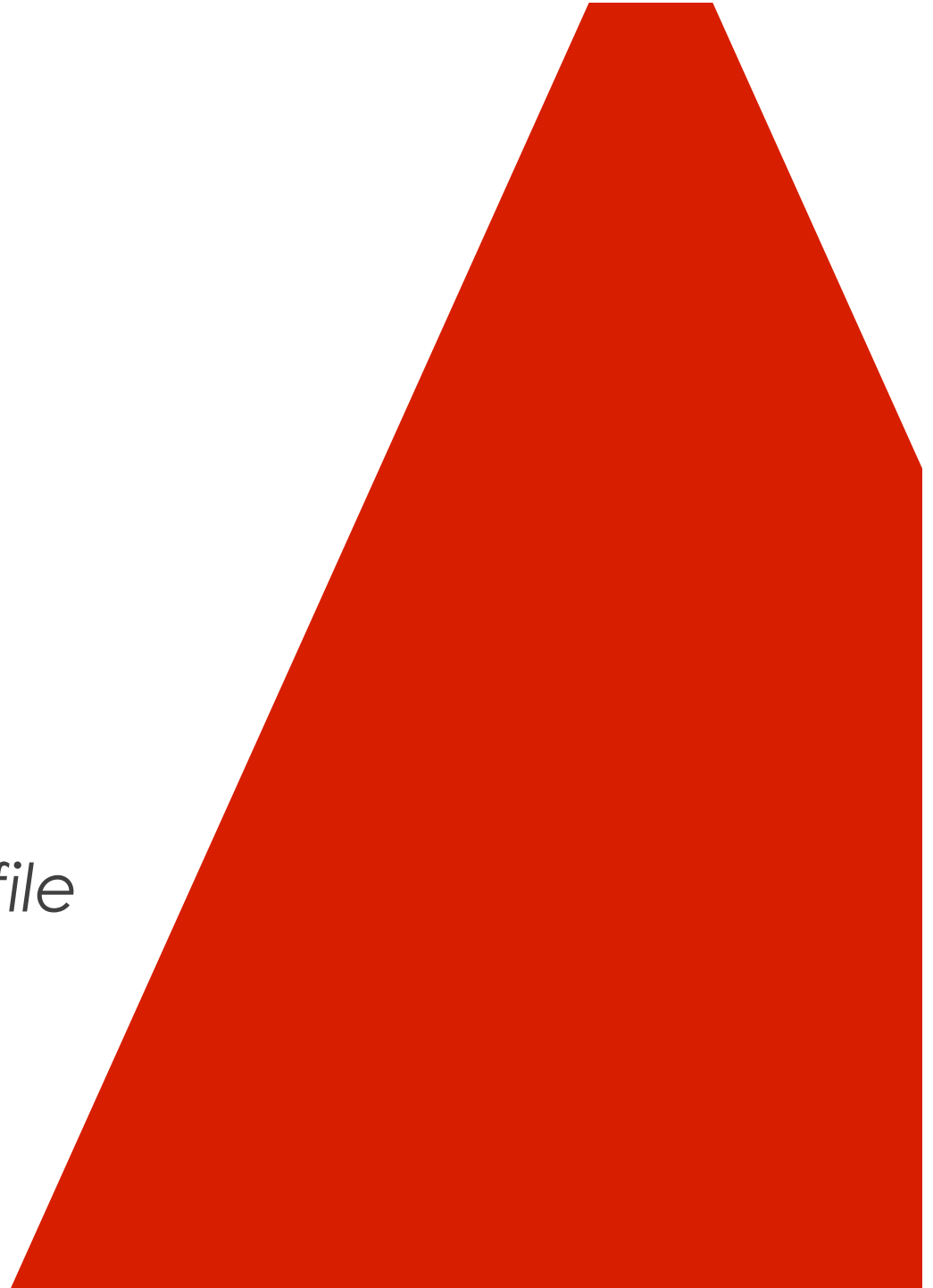


Adapted from: Dunlap et al. (2010). *Prevent, Teach, Reinforce*

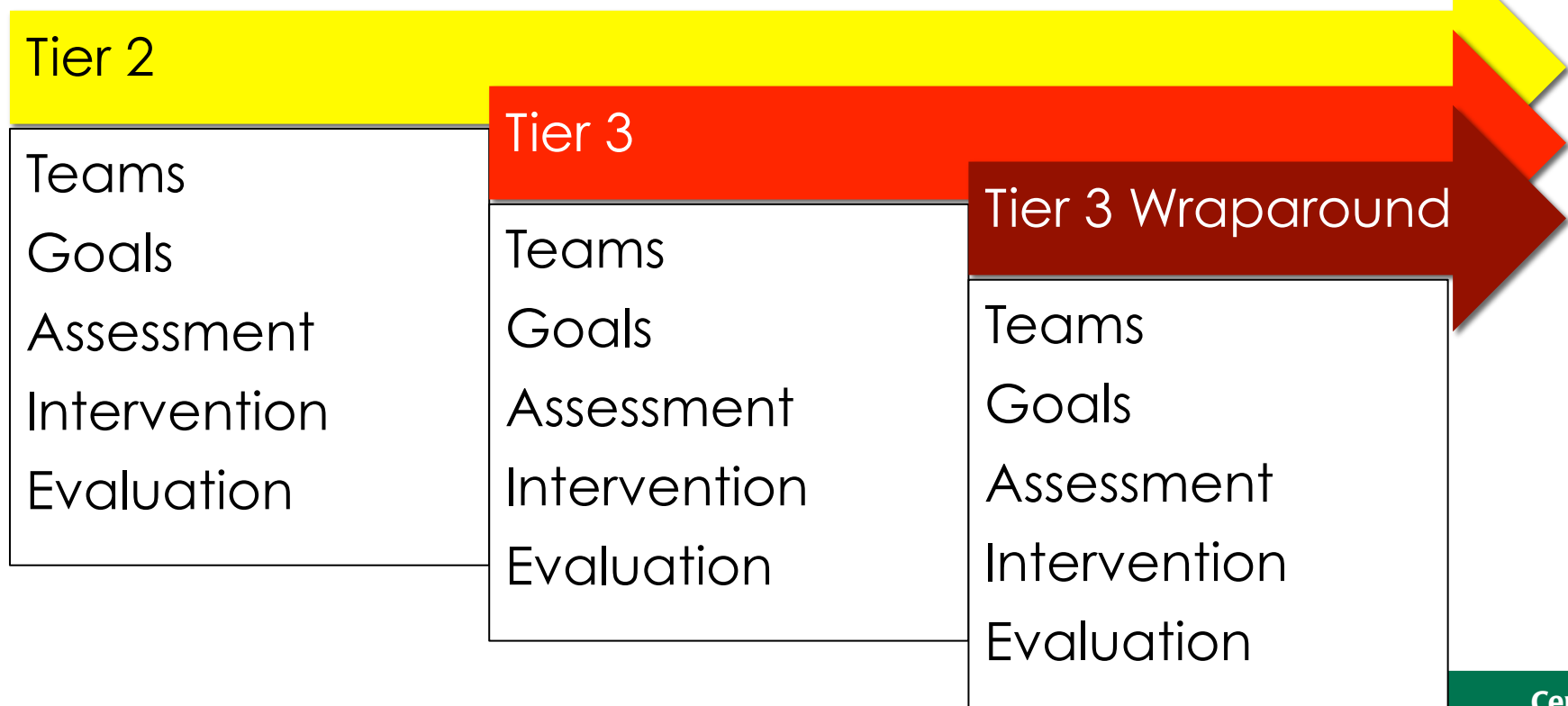


Activity

- Review / Complete *Readiness Checklist*
- Complete *Team Profile*



Vermont's Tier II/III Process Builds Across Tiers



Homework review

- *Team Profile*
- *Readiness Checklist* (if not finished) / BAT
- *CICO Self-Assessment*
- *Targeted Inventory* (if not finished)
- Identify students you want to focus on this week
- Review *Family Engagement Checklist*